

Standard 4-2 The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.7: Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/Future Knowledge:

This is the first time the conflicts and cooperation among the Native Americans, Europeans, and African Americans are taught together.

In 8th grade, students will categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War (8-1.2). Students will explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population (8-1.4).

It is essential for students to know:

Conflicts and cooperation between the Native Americans, Europeans, and Africans influenced life in America. At first, Native Americans helped the colonists in Virginia and Plymouth to survive the first years and taught them to plant crops that would grow in the New World, such as tobacco and corn. As more settlers came to take their land, the Native Americans began to resist the encroachment of the colonists. Many wars were fought between the colonists and the Native Americans. When the French moved into the Ohio River Valley to claim this land for France, the colonists and the British went to war to protect their claims. *Many* Native American tribes fought on the side of the French against the colonists and the British, giving the war its American name. [In Europe, this war was called the 7 Years War because of the length of time that it was fought.] The French had established a good working relationship with the natives with whom they traded furs. Because few French settlers came to the New World and those who came did not take much land for planting, the French did not antagonize the Native Americans as the American colonists did. The Native American groups hoped that a French victory would limit the expansion of the English colonies past the Appalachian Mountains. However, when the British and Americans won the French and Indian War and forced the French to lose control of their North American colony, the Native Americans were without an ally.

Plantation owners considered slaves to be their property and sold slaves without warning. Slaves wanted to acquire their freedom from the plantation owners. Some enslaved Africans rebelled against the poor living conditions and abusive treatment by slave owners. However, slave revolts were unsuccessful. Some were discovered before the revolt could be carried out; others were quickly and brutally put down. The result was harsher regulation and control of the slave population. Such revolts also made the slave owners and the white population more fearful of their enslaved Africans. In order to maintain an oppressive system, Southerners used violence and intimidation. Although slaves continued to resist their captivity through work slowdowns, feigned illnesses, breaking tools and running away, few were successful in escaping the bonds of slavery.

There was some cooperation between slaves and Native Americans. For instance, runaway slaves in South Carolina fled to Florida where they joined Native American tribes. [Seminole means runaway.] However, there were other Native American tribes that adopted the practice of slavery.

It is not essential for students to know:

Although the examples of Squanto in Plymouth and Pocahantas and her tribe in Virginia are good examples of Native American assistance to the colonists, it is not necessary that students remember the names of these or other specific people. Students do not need to know the names of the Native American wars against the colonists such as the Powhatan Wars, or King Philip's War. Although students may know about the Stono Rebellion from 3rd grade, it is not necessary that students remember the name of or details about this uprising. Students do not need to know the dates and names of other revolts and rebellions. Students do not need to know information about specific battles or leaders in the French and Indian War.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of the conflicts and cooperation among the Native Americans, Europeans, and African Americans and how this interaction affected life in America. Students should be able to **summarize** the African Americans interaction with their owners to improve their living and working conditions and to **compare** the interaction between the Native Americans and the colonists and Slaves and the colonists. . Students should be able to **explain** the interaction between the Native Americans and the British and French during the French and Indian Wars.